

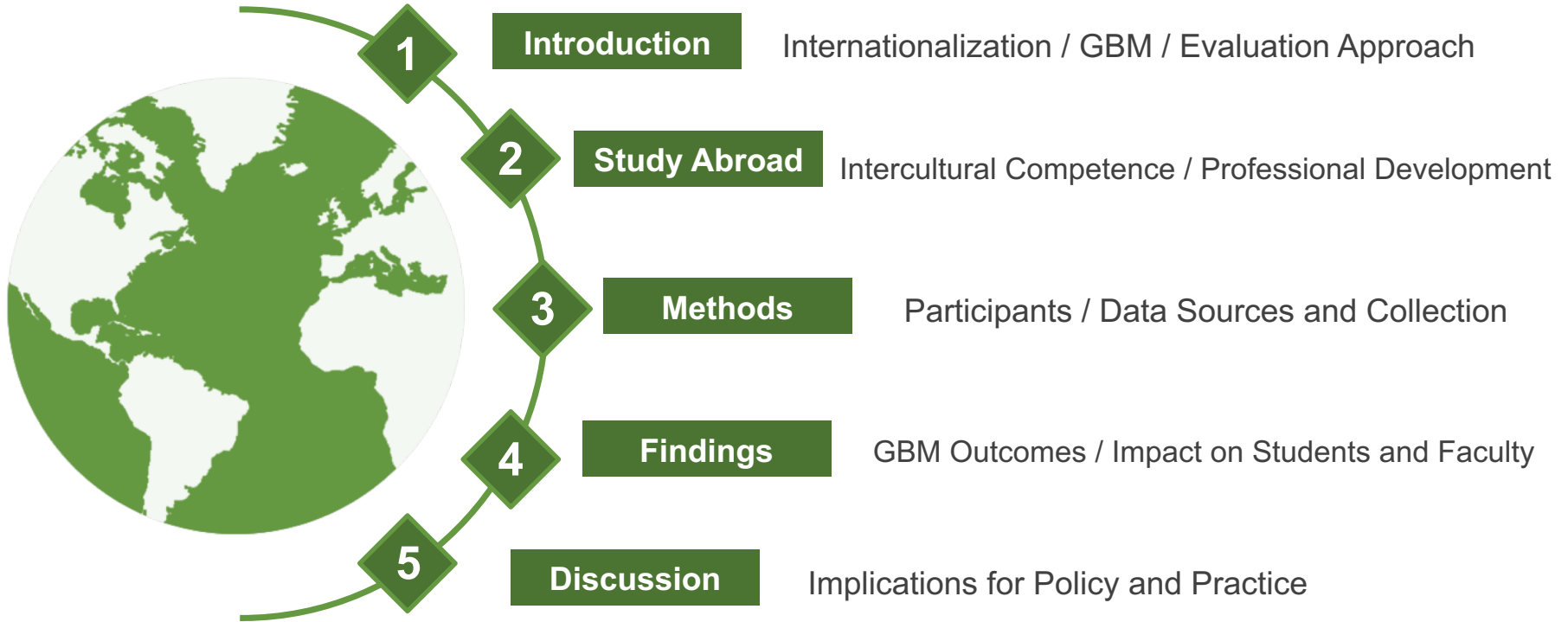


Global Business Minor Program Evaluation

**Dawn Edmiston
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“An Evaluation of a Global Business Minor
Program on the Intercultural Competence
and Professional Development of
Students and Faculty”

Discussion Map





Introduction

Internationalization / GBM / Evaluation Approach

Comprehensive Internationalization

A commitment, confirmed through action,
to infuse international and comparative
perspectives throughout the teaching,
research, and service missions of
higher education

American Council on Education Center for Internationalization and Global Engagement



Articulated
institutional
commitment



Administrative
leadership,
structure, and
staffing



Curriculum,
co-curriculum,
and learning
outcomes



Faculty policies
and practices



Student
mobility



Collaboration
and
partnerships

Comprehensive Internationalization

Declining emphasis on internationalization in strategic plans, with institutions reporting it as a high priority falling from 60% in 2012 to 47% in 2017

Only about one in 10 institutions specify international engagement as a consideration in faculty promotion and tenure decisions

Internationalization at William & Mary

W&M Mission

... “We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction”

Raymond A. Mason School of Business Mission

... “to serve the Commonwealth, the nation, and the global community both by offering high-quality educational programs at the undergraduate, graduate, and professional levels and by creating and communicating new knowledge”

GBM: Summer Hybrid Format for Non-Business Majors

One Week

W&M



Three Weeks
Online Learning

Eight Weeks



GBM: Required Courses

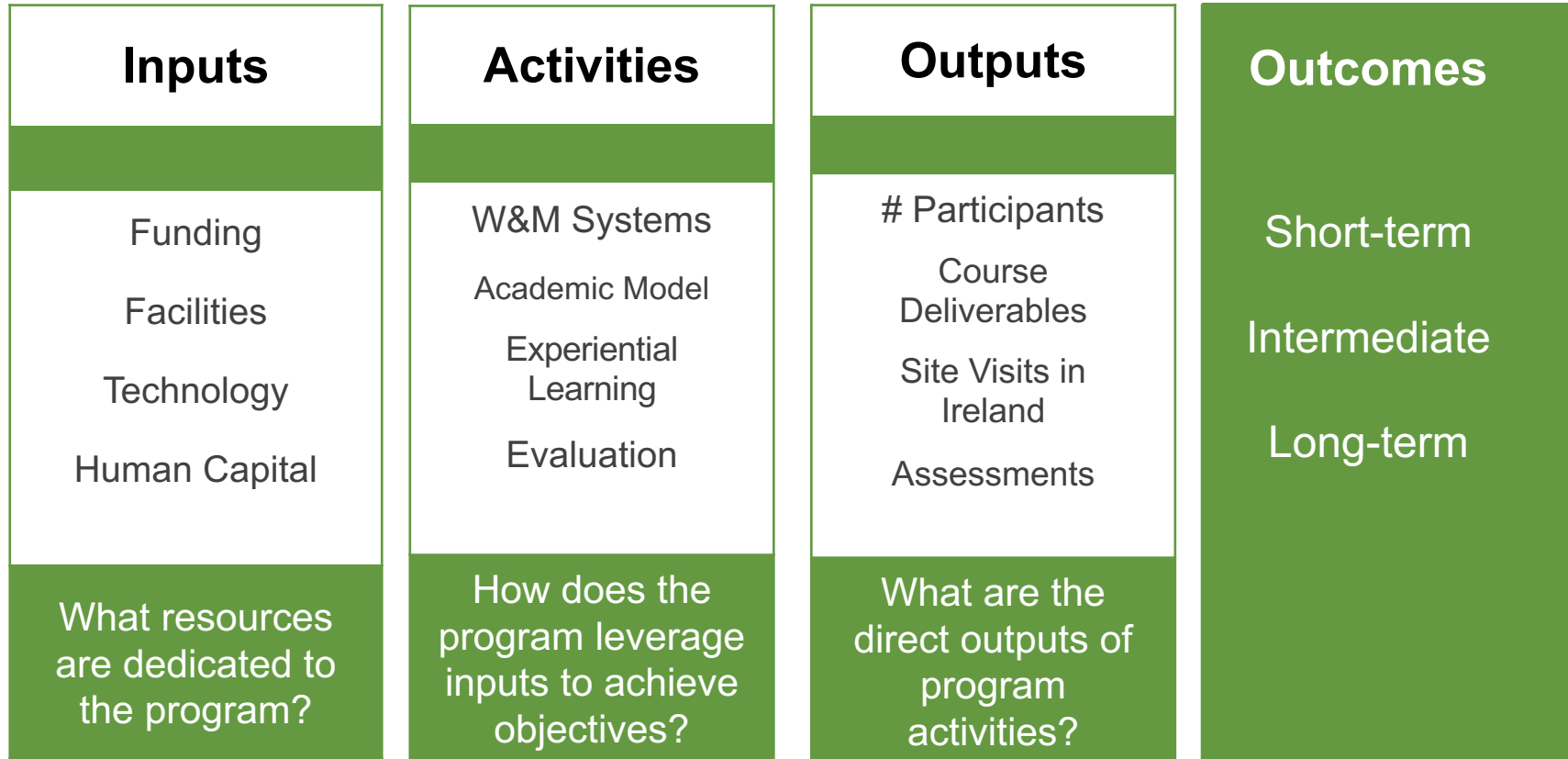
Course	Credits
BUAD 203* Principles of Accounting (ACCT)	3
BUAD 310 Marketing in an International Environment (MKT)	3
BUAD 320 Finance in an International Environment (FIN)	3
BUAD 411 Management in an International Environment (MGT)	3
BUAD 493 Special Topics (ST)	3
BUAD 413 Global Business Immersion (GBI)	3
Total for Global Minor	18

2017 Inaugural GBM Program

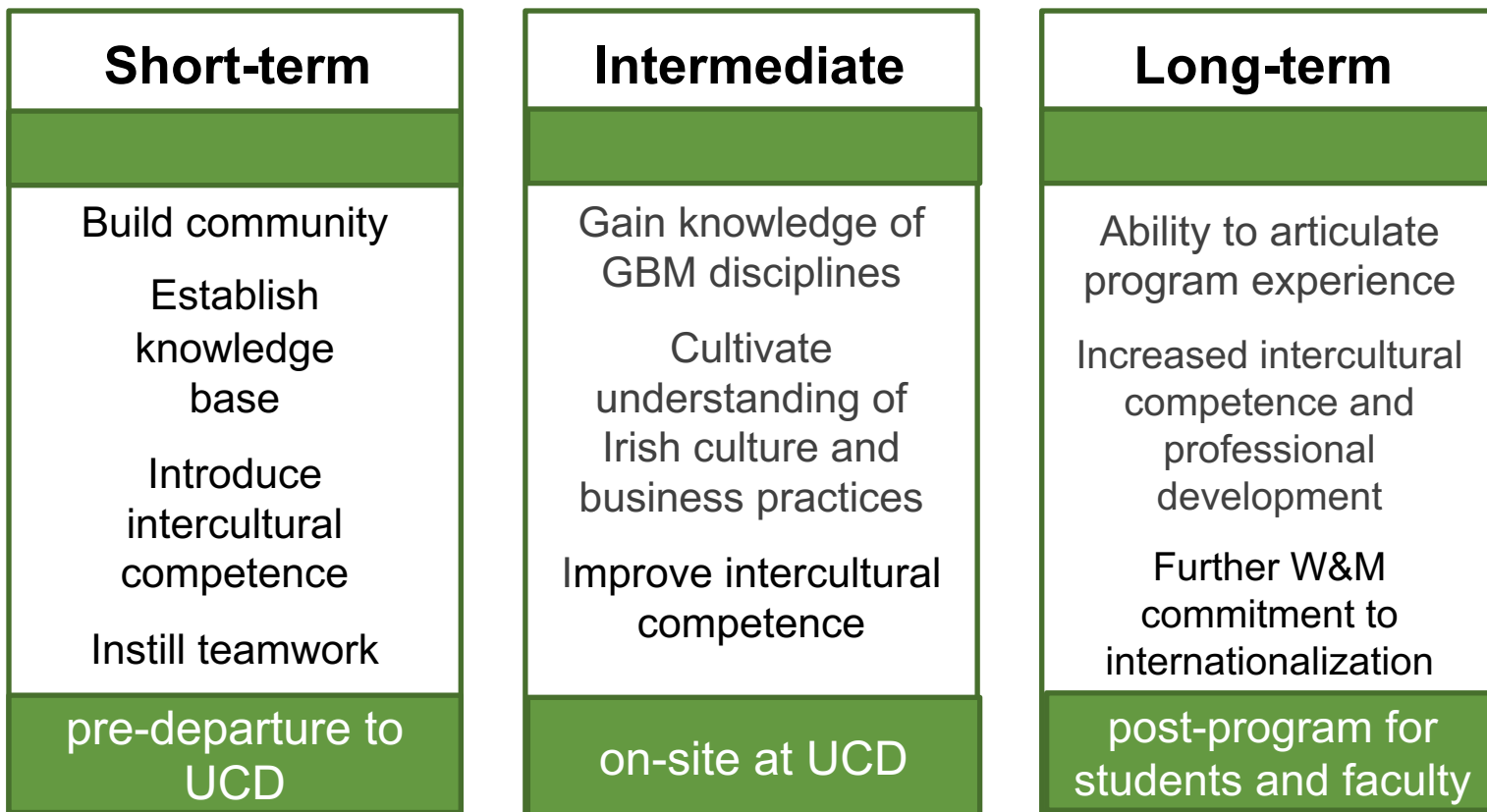


GBM Logic Model

path from program creation to implementation to the expected outcomes for participants



GBM Logic Model Outcomes



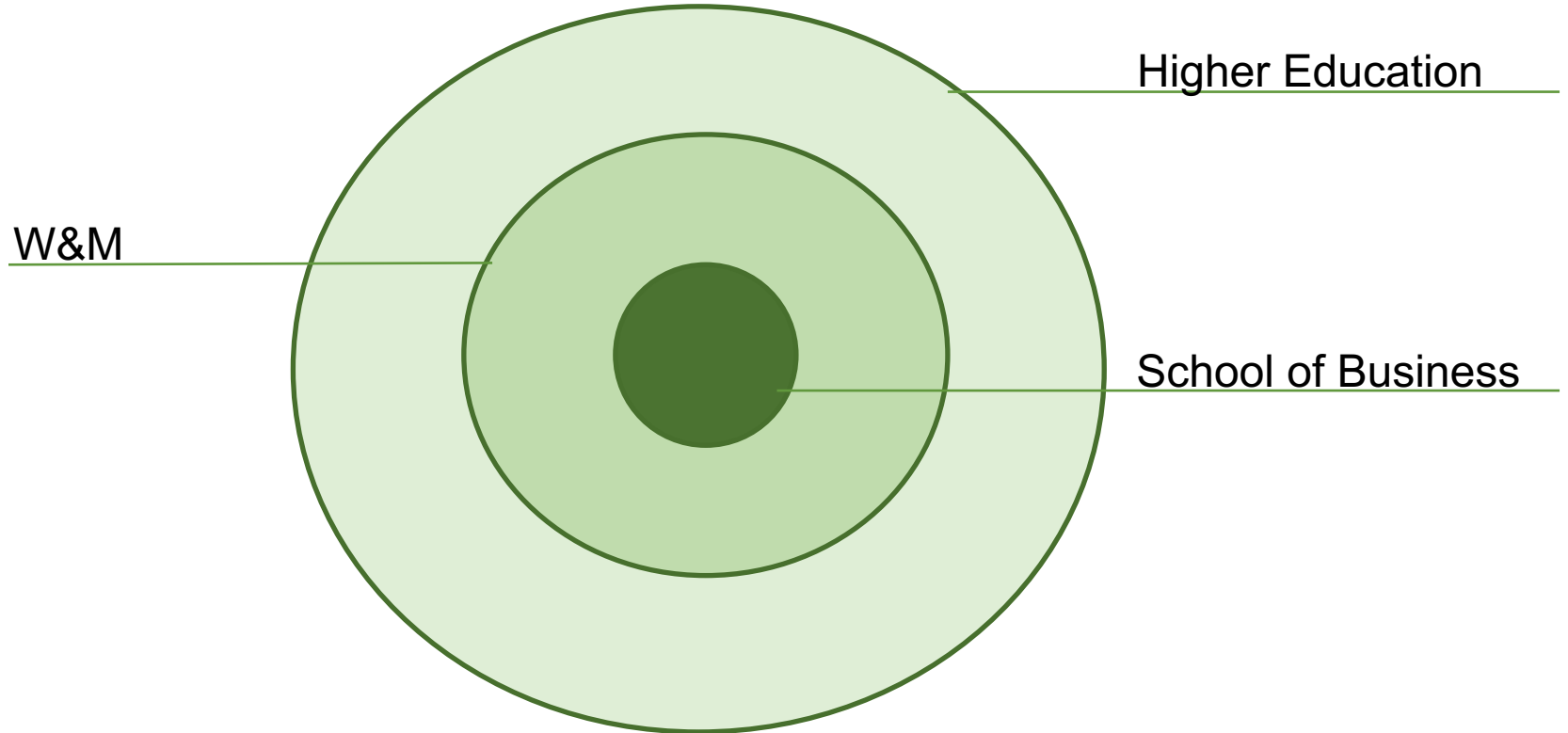
Evaluation Approach

Four major branches of program evaluation:
Methods, **Use**, Values, and Social Justice
(Mertens & Wilson, 2012)

Use Branch of program evaluation advocates a participatory process for collecting data deemed useful by the stakeholders

Context, Inputs, Processes, and Products (CIPP)
(Stufflebeam & Coryn, 2014)

Significance of Study





Study Abroad

Intercultural Competence / Professional Development

Intercultural Competence

The development of cultural awareness through **experiential learning** that results in a **demonstrated ability** to listen, observe and interpret as well as analyze, evaluate and relate to others with diverse backgrounds and experiences.

Professional Development - Students

Involves the choice of career, the awareness of how a student's intended profession may be viewed and practiced, and the acquisition of attitudes and cross-cultural skills that help a student become an effective professional.

Professional Development - Faculty

The process of maturing and evolving as a professional in their respective discipline. This arc of development often includes continuing education to learn and advance skills as well as professional reflection and a willingness to address one's own needs.

Study Abroad - Students

Opportunities

- + Intercultural competence
- + Adapt to diverse environments and circumstances
- + Become more open-minded
- + Challenge self-reference criterion
- + Global citizen perspective
- + Leadership development
- + Creative problem-solving
- + Communication skills
 - + Social network
 - + Empathy

Challenges

- Financial investment associated with study abroad
- Complex planning and logistics
- Academic or athletic obligations
 - Loss of time with family and friends
 - Potential culture shock
- Do not appreciate the value or relevance of intercultural competence or how study abroad can support professional development skills

Teaching Abroad - Faculty

Opportunities

- + Development of intercultural competence
- + Enhanced understanding and awareness of global issues
- + Global content to enhance curriculum
 - + Research opportunities
 - + Intellectual growth
- + Increased communication with students
 - + Support institutional internationalization efforts

Challenges

- Financial and time investment associated with teaching abroad
- Complex planning and logistics
- Requires significant resources for curriculum development
- Might need training to teach international courses
- Detracts from research agenda
- No institutional incentives to pursue teaching abroad



Methods

Participants / Data Sources and Collection

Evaluation Questions



What are the perceived facilitating conditions and barriers to developing intercultural competence and professional development through a GBM program for students and faculty?



How do students perceive the GBM program contributed to their intercultural competence and professional development?



How do faculty perceive the GBM program contributed to their intercultural competence and professional development?

CIPP	Interview Questions
<p>Context: outlines relevant contextual conditions and dynamics</p>	<p>How is internationalization considered as a priority at W&M? How is internationalization considered as a priority in the School of Business?</p>
<p>Input: highlights the critical resources needed for the program to deliver on its objectives</p>	<p>What is the perceived value of study abroad, and specifically the GBM program, for students and faculty? What was the most pivotal or defining moment in the program for students and faculty?</p>
<p>Process: how the program is being implemented and how program is performing</p>	<p>What opportunities exist to improve the design and/or implementation of the program?</p>
<p>Product: considers the merit of the program relative to its objectives</p>	<p>What specific experiences – at W&M, online or at UCD – were most helpful in developing intercultural competence? How did the GBM program contribute to building specific skills or perspectives that proved valuable to professional development? How has the knowledge gained from the program been helpful for thinking interculturally in professional roles?</p>

Evaluation Methods

Student In-depth Interviews (6)

Student Focus Group (4)

Faculty In-depth Interviews (6)

W&M and School of Business Websites

Student Course Evaluations and
Program Evaluations from the School of Business
and W&M Reves Center

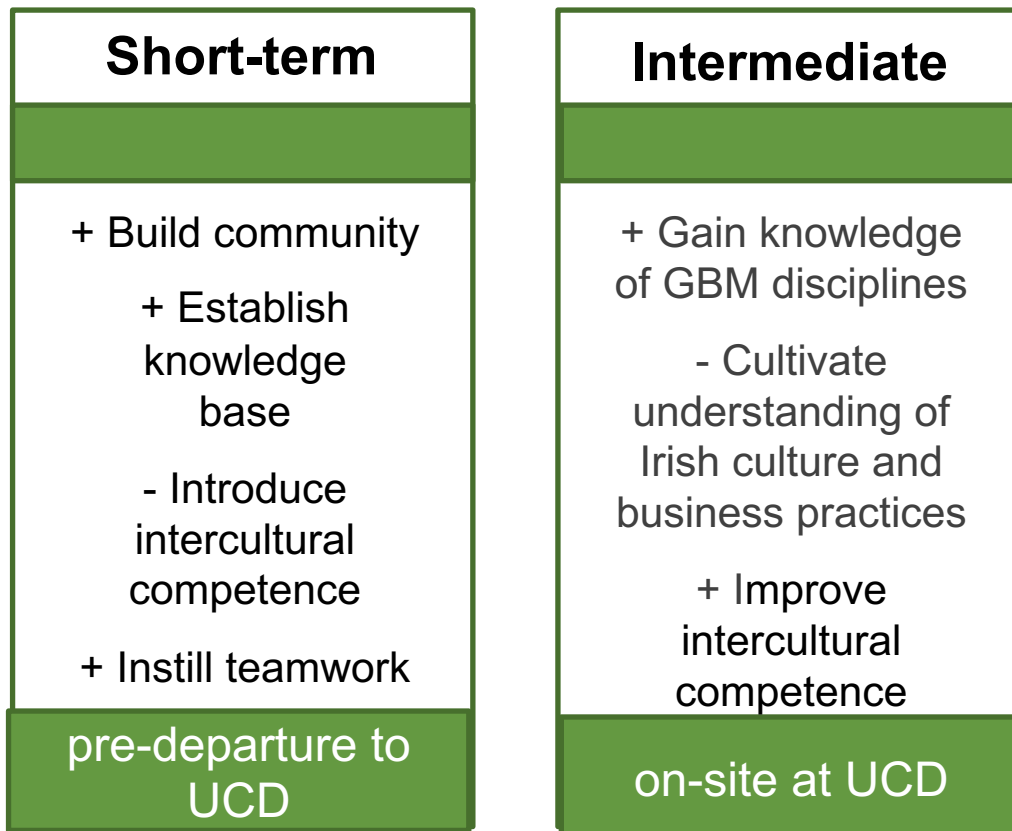
LinkedIn Reflective Posts (48 of 66 students)



Findings

GBM Outcomes / Impact on Students and Faculty

GBM Logic Model Outcomes



Findings

Students

Intercultural Competence

- + cultural awareness
- + perspective
- + diversity

Professional Development

- + career awareness
- + communication skills
- + team work

Faculty

Intercultural Competence

- + cultural awareness
- + diversity

Professional Development

- + enrichment of curriculum
- + enhancement of teaching skills



“I never had such extensive group work until this program. And we collaborated in a way that reflected real life.”

“I think that solving problems on a world stage cannot be done by just one person; it must be done by a team.”

Marketing team proposing to bring Chick-fil-A to Dublin

“Some of the most interesting conversations and insightful perspectives arose organically, simply as a product of living in the city.

The people of Dublin are incredibly open and willing (even excited) to talk with foreigners about their lives and experiences, and it is from them that I have been most fascinated and learned the most.”





“I now want to live bravely
and embrace the
moments to pause and
listen and observe.

I seek to see things from
someone else’s view and
appreciate the diversity of
thinking around me.”



Discussion

Implications for Policy and Practice

Facilitating Conditions and Barriers

Prioritization of Internationalization

+ William & Mary

- School of Business

Recommendations

1. Commit resources to internationalization to develop sustainable and immersive learning programs in the School of Business
2. Ensure programs have clear objectives and intentional assessments
3. Support and recognize faculty efforts to develop experiential learning and to teach abroad



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Appendix - GBM Student Demographics

					Graduation Year			
	Male	Female	In-State	Out-of- State	2018	2019	2020	2021
2018	16 (52%)	15 (48%)	14 (45%)	17 (55%)	0	5 (16%)	19 (61%)	7 (23%)
2017	16 (46%)	19 (54%)	13 (37%)	22 (63%)	8 (23%)	18 (51%)	9 (26%)	0